# Process of Application for EY SEND Transition Funding

Early Years Inclusion Fund (EYIF) is used to support to all funded 2, 3- and 4-year olds with additional needs who need additional adult support through enhanced staffing levels to meet their needs within a mainstream setting.

The EYIF does not cover children as they start their Reception year. On transition to school any additional funding to support staffing for children with SEND is either linked to the EHCP process or provided via the school’s notional SEN budget via the first £6000.

During 2020-21, due to COVID-19 not all children with significant SEND have been accessing their nursery place for the full year.

There is concern that some children at SEN Support may have missed significant amounts of time in nursery, not benefited from enhanced staffing through Early Years SEN Inclusion Fund and may not be as far through the EHC Needs Assessment process as would usually be the case. As such there are a number of children for whom the final EHCP has not yet been agreed. This may have a detrimental impact on their ability to transition to their Reception Year.

The nature of the SEND needs of some children may result in difficulties in the school meeting their needs on transition, increasing number of children being offered a reduced timetable or being at risk of permanent exclusion.

## Early Years Transition Funding (EYTF)

EYTF can now be applied for as a continuation of EYIF into the first term of a child’s Reception Year in order to access additional support to those children who may be at risk of poor outcomes at transition into Reception Class due to the fact that an EHCP is in process but not yet finalised.

This has the intended outcome of eliminating the need for a child to be offered a reduced timetable and reducing the risk of poor outcomes.

## Which children are eligible for EYTF?

* Children who are in the process of EHCP Needs Assessment and are in receipt of Levels 3 or 4 Inclusion Funding during the year 2020-21,
* Children for whom a detailed transition plan is in place, outlining how the additional funding will be used to support transition.

## How long will the funding be for?

EYTF will be paid for the first term of 2021-22. The sole purpose of the funding is to support transition so it will not be paid beyond 1st Jan 2022.

## How much additional funding will the school receive to support the child?

EYTF will be paid at the same level as the child’s current EYIF.

* If the child is on Level 3 EYIF there will be a one-off payment of £1,100
* If the child is on Level 4 EYIF there will be a one-off payment of £1,650

## How do we apply for EYTF?

Schools would need to apply for funding before the end of the summer term and outline in the child’s transition plan how this would be spent and the intended outcomes of the funding.

**Applications should be sent to** **startwellsend@bolton.gov.uk** **before 16th July 2021**

## Application to include:

* EYTF Consent form (see appendix 1)
* Recently reviewed Early Help Assessment and Action Plan
* Transition plan developed in partnership with current setting and parents (for suggested template see appendix 2)

## What happens after we apply for EYTF?

If all of the above documents are submitted and the child meets the eligibility criteria you will receive a funding agreement and the allocated amount of funding will be forwarded to you.

If you have any queries or would like any further guidance with this process, please contact Alex Baxter at alex.baxter@bolton.gov.uk or call 01204 338355.

# Appendix 1 - Application for Early Years SEN Transition Fund

|  |
| --- |
| **Child’s Information** |
| Name |  | DoB: | Gender: |
| School |  |
| Previous setting |  |
| School SENCo |  |
| Contact email |  |
| Telephone |  |
| **Checklist** |
| Early Help Assessment/Reviews |  |
| Date of last review or EHA |  |
| Is this signed by Lead professional? |  |
| Is this signed by the child’s parent? |  |
| Is a Transition Plan included? |  |
| **Security** |
| Applications should be sent by secure email to startwellsend@bolton.gov.uk |
| **School declaration** |
| I understand that the Early Years SEN Transition Fund allocated is designed to supplement the School’s Notional Budget in the first term to support effective transition.  |
|  |  |
| **Signed (on behalf of the school)** | **Date** |
|  |  |
| **Signed by parent** | **Date** |

# Appendix 2 - Transition Plan – 2021 Adapted for COVID 19

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| --- | --- |
| **Name of Child** | **Setting contact** |
|  |  |
| **Primary School** | **School Contact** |
|  |  |

| Target | Suggested actions |
| --- | --- |
| To ensure that the voice of the parent and child is considered in the transition process | * Video/Skype/Zoom/phone call to talk to parent (resolve worries and concerns as soon as possible)
* Complete One Page Profile with parents (This could be shared via your usual communication platform, posted or emailed. Telephone discussion prior to sending so they know to read and add to it then return)
* Complete All About Me booklet with parents (As above - Some children will require a more in-depth description of themselves and their needs. It may be more appropriate for parents to complete this themselves with support where needed)

Ensure Early Help is up to date (complete this to the best of your ability, include information gained from telephone and video conversations, parent’s concerns etc)  |

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| --- | --- | --- | --- |
| **Setting / School Actions** | **By whom** | **Timescale** | **Comments/Progress** |
|  |  |  |  |

| Target | Suggested actions |
| --- | --- |
| To enhance the transition experience for the child with SEND**Current setting** | * Use Inclusion Fund to support additional visits into school for child (when appropriate)
* Develop a picture book about the new school to support child (Use photos and videos where possible from previous years if you have them)
* Current key person to discuss in detail with parents what they can be doing to help prepare their child for the transition to school. (consider the new routine, key times that might cause issues, what is needed in terms of settling in period)
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|  |  |  |  |
| --- | --- | --- | --- |
| **Setting / School Actions** | **By whom** | **Timescale** | **Comments/Progress** |
|  |  |  |  |

| Target | Suggested actions |
| --- | --- |
| To enhance the transition experience for the child with SEND**School** | * Use Skype/Microsoft Teams/Zoom to meet the family/practitioner online
* Share photos of staff and environment with detail about who they are, when you might see them and what you might be able to do in the areas of provision
* Start use of online platform early e.g. tapestry to support getting to know each other and sharing of activities to help settle into school
* Ask for photos to be sent into setting to display for when they arrive e.g. family display, favourite activity etc
* Give a virtual tour of the environment including how to get to the door on the first day!
* All about me video messages e.g. meet the team - families to share these
* Carry out an online story time or rhyme time for families to watch
* Share videos of own practitioners singing songs and rhymes which are used as part of daily routines
* Consider and answer some FAQs which will put families at ease
* Film and share your new starter talk which you may have carried out under different circumstances
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| --- | --- | --- | --- |
| **Setting / School Actions** | **By whom** | **Timescale** | **Comments/Progress** |
|  |  |  |  |

| Target | Suggested actions |
| --- | --- |
| To enhance the transition experience for the child with SEND**Parents** | * Complete or contribute to documents which will be sent home
* Encourage your child to become increasingly independent (current key person to share ideas and strategies to support this)
* Send photos into setting to display for when they arrive (e.g. family display, favourite activity, what you have been doing during lockdown etc)
* Share photos and videos from the school with your child, using teachers’ names frequently and talk about the activities they might be looking forward to
* Ask questions and share concerns with the school and/or your child’s key person
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| --- | --- | --- | --- |
| **Setting / School Actions** | **By whom** | **Timescale** | **Comments/Progress** |
|  |  |  |  |

## Signed by

##

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Name** | **Signature** | **Date** |
| **School** |  |  |  |
| **Parent** |  |  |  |